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ABSTRACT

The objective of the three-year project was to synthesize career education concepts from the literature and from practice into a continuous occupational information program for grades one through twelve. A variety of methods was used to implement the program: teacher-made lesson plans, "hands on" activities, and in-service workshops among others. The most effective method was the utilization of community resources. As a result of the program, career education has won acceptance within all phases of the school system and the community. Curriculum guides have been developed, resource centers established, and student awareness of career opportunities has increased markedly. External evaluation (in "on-site" visitations) and internal evaluation (in the form of various instruments) have been continuous. It was possible to conclude that the Henderson County school system has changed from the traditional subject oriented curriculum to one more life centered. (Statistical data are included to support the conclusions.) (AG)

ED 087910



CAREER EDUCATION

A Thrust Forward

U.S. DEPARTMENT OF HEALTH,
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THE HENDERSON COUNTY EXEMPLARY PROGRAM

JULY 1, 1970, THROUGH JUNE 30, 1973

CE001002

ED 087910

HISTORY REPORT

JULY 1, 1970 - JUNE 30, 1973

PROJECT NO. J12013

FISCAL NO. J22D91

HENDERSON COUNTY VOCATIONAL EDUCATION CURRICULUM
INTEGRATION PROJECT

MEIVIN P. GIBSON - DIRECTOR

SHARON CROWLEY - COORDINATOR

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HENDERSON COUNTY PUBLIC SCHOOLS

1805 SECOND STREET

HENDERSON, KENTUCKY 42420

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Henderson County Vocational Education

Curriculum Integration Project

HENDERSON COUNTY SCHOOLS

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June 17, 1973

Mr. Lou Perry
Coordinator of Exemplary Programs
Bureau of Vocational Education
Frankfort, Kentucky 64001

Dear Mr. Perry:

This history report is a synopsis of the findings and activities that have been carried on in the Henderson County Exemplary Program during the last three years, from July 1, 1970 to June 30, 1973.

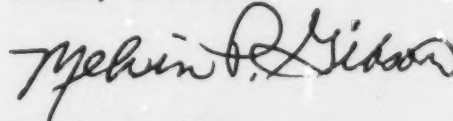
As superintendent of the Henderson County Schools, I wish to extend my appreciation to the Kentucky State Department of Education, and especially to the Bureau of Vocational Education for the opportunity to develop an exemplary career education program.

Yours very truly,



Lewis N. Johnson
Superintendent of Henderson
County Schools

LNJ/bh



Melvin P. Gibson
Career Education Director

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Acknowledgments

We would like to express our thanks to Mr. Lewis Johnson and the administrative staff, along with all of the Henderson County teachers who have helped, and worked so diligently, in developing the Career Education Program that is now in existence within our schools.

Special appreciation is extended to Bill Frances, Theo Vickers, Don Newman, Howard Pincus, and Stan Glenn, former Directors and Coordinators of this project. Also, the secretaries who have worked hard and put in many long hours in the production and duplication of materials for the program.

Also, we wish to express our appreciation to the following Universities, school systems, and other agencies for their continued efforts and support in the development of this program:

- Bowling Green City Schools
 - Teacher Trainers - Consultive Services
- Henderson Chamber of Commerce
- Henderson Community College
- Kentucky State Department of Education
 - Occupational Information Center
 - Bureau of Supportive Services
 - Bureau of Vocational Education
 - Counseling and Guidance Departments
- Louisville City Schools
 - Consultive Services
- Murray State University
 - Program Development
- North Carolina University
 - Project Evaluation and Dissemination
- Northern Illinois University
 - Consultive Services
- Ohio State University
 - Project Evaluation
- Peoria, Illinois School System
 - Project Evaluation and Recommendations
- Region III, Career Education Development Program
 - Consultive Services and Program Development
- Southern Association of Schools and Colleges
 - Project Evaluation
- University of Kentucky
 - Curriculum Development Center
- University of Tennessee
 - Inservice Evaluation
- Western Kentucky University
 - Center for Occupational and Teacher Education - Teacher Problems and Evaluation

REPORT SUMMARY

I. Time Lapse of the Program

The Henderson County Career Education Project was introduced into the school system July 1970 and has been in existence since that time. The official beginning and ending of the exemplary program was from July 1, 1970 to June 30, 1973. Thus the program operated on federal funding, with input from the local system, for the duration of three years.

II. Goals and Objectives

The program started out with the basic concept of "laying no claim to incorporating any startling new concepts or innovations; rather, it is an attempt to synthesize that which has appeared both in the literature and, in fragmented pieces, in practice over the years."

There was, however, one broad goal established, for the program to use as a guideline, which included the implementation of a continuous occupational information program into the regular curriculum from grades one through twelve. The main objectives were established to provide for the integration of occupational guidance into the regular curriculum and to establish linkage of the program with the community so as to utilize more fully all the resources available.

III. Implementation of Procedures

There have been many different methods used to implement Career Education into the school system. During the different phases of the program there have been teacher-made lesson plans and units of study developed and distributed to other teachers. Project group work and 'hands on' activities have proven to be a unique experience for most of the students, along with individual project reports formulated by them, also. In-service training and workshops, guidance counselors, and administrative staff have been provided to upgrade their skills and knowledge. Last, but far from least, a tremendous impact has been obtained by using community resources. A great number of people have come into the classroom to speak to students, while other business and industry personnel have volunteered their services by showing students their actual work environment.

IV. Results and Accomplishments

There has been a tremendous acceptance of the career education program within all phases of the school system and community. Curriculum guides have been developed and distributed to teachers within the system to help develop a framework for courses of study in relation to career education. Career education resource centers have been established in every school in the county system, to make available materials for students and to help innovate their interests.

Student awareness of the world of work has increased tremendously over the past three years. This statement can be judged by the fact that during the first year there was an average of seven different

occupations that could be listed by the students, which in actuality they really knew little about. But, three years later the same students can relate and talk in depth about 63 different occupations.

V. Evaluation

Many continuous forms of evaluation have occurred within the past three years. Several "on-site" visitations to the Henderson County Project have been made by numerous people directly or indirectly involved at the state department level. The team or project monitors were usually representatives from the Career Education Technical Committee, Bureau of Supportive Services, Curriculum Development Center and out of state consultants. Upon completion of the "on-site" visits the team met with the career education staff in an informal session where discussion was made on the strengths and weaknesses of the project. At a later date a formal evaluation was sent to the project, including further recommendations and possible deviations which would be supportive of program developments. Another external evaluation was handled through the regional career development program by the Southern Association of Schools and Colleges. Their basic format for evaluation was essentially the same as those use by the state monitoring team.

Internal evaluation was handled by the career education staff members in their respective areas. These evaluations were in the form of pre and post-tests, surveys, opinionnaires, California Comprehensive Tests of Basic Skills, self-concept inventories, drop-out statistics, and collecting data on students work background. These various instruments were in most cases developed by the career education coordinators and administered to students, teachers, and parents. Results from these studies are thought to be very significant and more detailed information is enclosed within the body of this report.

VI. Conclusions, Implications and Recommendations

There is no doubt that career education has had a definite impact on the Henderson County schools - its students, teachers, administrative staff, parents, community, and finally the curriculum. Probably the most significant change has been that in the areas of attitudes of all those involved. A chain reaction seems to have occurred, that has changed the philosophy, methodology, and the over-all feelings by a large majority of those involved, as to the purpose of education. Education within the Henderson County system seems to have changed somewhat from the traditional subject oriented to a more life centered curriculum.

There is going to be alot more students desiring vocational and technical education and training within the near future. We believe the long standing stigma attached to certain occupations is being broken down and the students are not going to be selecting as many future careers in the professional fields. Local school systems, state departments of education, and the U.S. Office of Education must bear the responsibility of providing the facilities and varied instructional programs to meet the needs of our future economic procedures.

PROJECT: Henderson County Career Education Project

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INTRODUCTION

The original proposal entitled "Henderson County Vocational Education Curriculum Integration Project" was submitted to the Superintendent of Vocational Education, Kentucky State Department of Education under provisions of section 142(d) of Public Law 90-576 on December 31, 1969. The project was funded and became operational the following 1970-71 school year. A total of \$124,500 was proposed over the duration of three years. The actual amount received upon completion of this current fiscal year will be approximately \$150,000.

The first part of the project focused on the fifth, sixth, and seventh grades with impact mainly in the social studies area. Approximately 25% of the elementary students were involved and some 30% of the middle school students were exposed to occupational information. During the second year the project expanded to include all grades with emphasis on building a model program in the nine elementary schools, grades one through six. This exposed almost 85% of those enrolled in the elementary schools. At the middle school level grades seven and eight, approximately 75% of students were working on units, doing individual research work, or attending career guidance counseling groups. During the second year 50% of the high school students were relating the world of work to their subject areas.

During the third school year (1972-73), the program encompasses all twelve grades and has approximately 95% of the students and teachers involved to some degree in the career education program. Although, without neglecting the elementary schools our emphasis the third year was on the middle school and high school levels.

Four stages of career development have evolved during the past phases of the project. It seems these phases not only relate to grade segments, but also are further identifiable within age groups corresponding with child growth and development. The phases are; Awareness 1-3, Orientation 4-6, Exploration 7-8, and Preparation 9-12.

Henderson County not only plans to continue the present career education program but also will use it as a basis for future innovative programs within the system. Such programs could include: child care centers, new explorator units developed in the curriculum at the middle and high school levels, environmental education, further individualized instruction, job experience, co-op programs, and a closer educational relationship with parents' businesses,

industry, and the total community.

GOALS AND OBJECTIVES OF PROGRAM

The broad goal of the Henderson County Career Education Project includes the implementation of a continuous occupational information program into the regular curriculum from grades 1-12.

Our broad objectives include the following:

- (1) Our students will express a positive attitude while establishing dignity toward the world of work.
- (2) The program will establish linkage between businesses, industries, and community personnel with the schools.
- (3) Efforts will be made to further develop an occupational information component within the guidance department.
- (4) Curriculum guides integrating career education will be developed to coincide with the grade levels and subject matter areas.

General Objectives for grade segments:

Primary, Grades 1-3 (Awareness Phase)

- (1) Students will learn through a process of self-concept development, such as, personal characteristics, interest, hobbies, desires, similarities and differences among people.
- (2) The children will study and know, in depth, the functions of the family; such as, responsibilities, working and planning together, the families' role in the community, and the differences that exist among families.
- (3) Students will learn the organization and work structure of their school by interviewing workers, such as the principal, teachers, janitor, cooks, secretaries, and aides.
- (4) They will study a community, the function and purposes of various institutions, and the need for and services rendered by the community.
- (5) Students will develop a general awareness of the world of work through integrating career education into all subject matter areas.
- (6) Appreciation and dignity for work, and the value of work in man's society will be developed by the students.

Intermediate, Grades 4-6 (Orientation Phase)

- (1) Teachers will integrate career education material into the regular curriculum of each classroom.

- (2) Intermediate students will become acquainted with fifteen job cluster areas and list approximately five occupations within each area.
- (3) The intermediate students will further their self-concept development and learn the inter-relationship between community workers.
- (4) The students will further relate to the world of work by becoming involved in "hands-on" activities, by visiting community work stations and interviewing guest speakers.
- (5) The upper elementary students will be introduced to the concepts of our economic system.

Middle School, Grades 7-8 (Exploration Phase)

- (1) Teachers will emphasize the usefulness of the subjects taught in relationship to obtaining and holding a job.
- (2) Students will follow the working of industry from raw material to finished product, taking into consideration the many occupations involved.
- (3) Students will be able to use their knowledge of occupational information thru the results of ability and interest inventories; in order to come to a better understanding of themselves and the world of work to help them make a more realistic and meaningful tentative career choice.
- (4) Students will be given an opportunity to explore meaningful careers by doing individual research work in career resource materials, by visiting places of employment in the community, and selecting within the optional department courses relating to their career choices.
- (5) The middle school students will participate in special school activities, such as career days, visiting employment stations, applying or interviewing for jobs, and participating in career guidance groups.

High School, Grades 9-12 (Preparation Phase)

- (1) All students will become knowledgeable of local, state, and national job opportunities and trends.
- (2) All students will be keenly aware of the need for possessing some saleable skill when they complete their formal education, whether it be high school, vocational, or technical school, apprenticeship, college, armed service, etc.
- (3) All students will understand the importance of all school subjects offered and how a basic knowledge of these subjects relates to their future occupation, regardless of what it maybe.
- (4) All students will be familiar with the occupations that are

closely related to their individual abilities and interests.

IMPLEMENTATION OF PROGRAM

The Henderson County Career Education program takes on a basic design of a school-based model. Although we have utilized community resources extensively the major impact has been through the existing curriculum. Through a process of teacher volunteers, we have capitalized on their willingness to integrate new concepts and strategies in the field of vocational development. During the different phases of the project, teacher-made lesson plans and units of study have been partially edited and distributed to other faculty members working in the same grade level. The project staff gave supportive services, such as suggestive ideas, materials, and needed inservices to the teachers who worked in career education.

The organization structure for administering the program first began by working with a few identified young, energetic teachers. It then progressed to a staff consisting of a cadre of trainers sporadically located throughout the systems.

Rather than demanding immediate teacher involvement we demonstrated what career education could do for the teacher, students and the community. Since then it has taken on a "wild fire" effect and permeated almost every classroom in the county. No specific changes have occurred relating to reorganization of the curriculum. Concepts of Career Education have been integrated into the instructional program through the use of units of study, hands-on activities, field trips, guest speakers, and using audio-visual materials. It is estimated that over 400 community resource people and 300 field trips were utilized in the program. Listed below are some of the lesson plans developed by the elementary teachers.

Primary Lesson Plans Developed

SELF

- A. Uniqueness
- B. Similarities and Differences
- C. Interests
- D. Interests of Your Own
- E. Awareness of Surroundings
- F. Ways People Learn
- G. Budgeting Time
- H. Making Friends
- I. Friendship
- J. Male - Female Roles

FAMILY

- A. Self - As A Member of a Family
- B. The Family Trains Its Children
- C. Family - Interests and Hobbies
- D. Family in the Community
- E. The Family Home in the Community
- F. The Family Plans A House
- G. The Family Builds A Home

GENERAL INFORMATION

- A. Dignity of Work
- B. Appreciation of Work

- C. The Reason People Work
- D. Interviewing Parents About Their Jobs
- E. Interdependence of School Workers
- F. Asking Help From Others

COMMUNITY

- A. Occupations Within a Community
- B. Safety Workers in the Community
- C. Observing a Worker
- D. Famous Americans and their Jobs

Intermediate Lesson Plans Developed

Grocery Buying
 Critical Thinking
 Decision Making
 Budgeting Time
 Student Career Preference
 Friendship
 Making Friends
 Ways to Keep Friends
 Ann Landers
 Family Members in the Community
 Family - Interest and Hobbies
 Family Interest Contribute to the Community
 Utilization of Individuals in the Community
 How to Use the Library
 Using the Occupational Outlook Handbook
 Occupational Clusters
 Occupational Clusters and Requirements
 Occupational Differences
 Field Trips as a Learning Experience
 How to Act on a Field Trip
 Observing Others at Work
 Construction of Businesses
 Parliamentary Procedures
 Budgeting - Cost and Living
 Cost and Buying
 Students World of Work Job Choice Now
 Occupations Within a Community
 Occupational Appreciation

INSERVICES AND WORKSHOPS HELD

Inservice training and workshops have been structured according to the time schedule, work flow charts, and the personnel involved during the three phases of the program. These training sessions dealt with the philosophy, terminology, content, ideas, articulation and stressed specific skills needed by those working directly in the project. In the beginning, key teachers were identified and given extensive training, through small group meetings, to form a core of trainers within the respective schools. The inservice program expanded from these initial beginnings and developed to the point of involving the total educational staff by the third year.

Although, most of this training received by the staff was in local programs and workshops conducted, or directed, by the career coordinators, some training was received at state conferences meetings, regional workshops, and special sessions sponsored by Western Kentucky University and Title III Innovative Programs.

To give the reader an idea of the content and quality of these workshops or inservice meetings held, for the purpose of developing a career education program, we have listed some of them, by topics, below:

Integration of Vocational Information Into Social Studies Area

Implementation of Career Education

Explanation of ABLE Model Program of Career Education

Writing Behavioral and Performance Objectives

Strategies for Teaching Career Education

Developing An Articulated Program Through Job Clusters

Accumulating Activities: Utilizing Resource People and Field Trips

Introduction of Career Education to New Staff Members

Career Education: A Tool For Teachers

The VIEW Sytem and It's Usage

Conference on Career Education

Career Education Definition Workshop

Phase-Out and Continuation of the Program

Vocational Workshop, Placement Workshop and Leadership Training Seminar

PUBLICITY, PRESENTATIONS AND DISSIMINATION OF PROGRAM ACTIVITIES

In maintaining good public relations, and in promoting the efforts of the Henderson County Career Education Program several articles have been published in local newspapers during the past three years. The Louisville Courier-Journal ran a feature story on the programs' accomplishments at the end of the first year. The Gleaner-Journal, Henderson's newspaper, has run articles on all inservice programs, special workshops, and feature articles on the four stages of the program being developed - awareness, orientation, exploration, and preparation. The Evansville Press, in the "Young World" section, ran an article entitled "New Program Making Classroom Relevant". Various other articles have appeared in the Kentucky Industrial Arts Bulletin, Title III Bulletin, American Personnel and Guidance Conference Bulletin, Career Communicator, and "A Synopsis of Selected Career Education Programs" has been published by the National Center for Occupational Education. Other fragmented selections have appeared in current career education publications.

Distribution of locally produced materials occurred primarily during the second and third years of the project. Recipients of these materials were teachers in the county system, other personnel working in exemplary programs in the state, those attending career conferences, and people all over the United States that made requests by mail. An estimation of over 250 packets of information was mailed, on request, to teachers, counselors, career coordinators, superintendents, professors, vocational school workers and other educational personnel during the past three years. Some of these people wanted lesson plans, units of study, curriculum guides, career guidance plans, organizational guides and other career education materials that might have been available. Some problems were created in getting these materials out due to the time involved in the reproduction, and cost.

Presentations on Career Education, specifically the program developed within the Henderson County Schools, have been made by staff members in an effort not only to publicize our program but also to spread the philosophy and ideas we thought was so worthwhile. Formal presentations over the past three years were made at the National Personnel and Guidance Conference, the Kentucky Elementary Guidance Conference, the Kentucky Personnel and Guidance Conference, progress reports at career education conferences, local clubs, organizations, and school P.T.A. meetings. Some staff members also served as consultants and guest speakers to university seminar classes and other school systems in Region III.

The Career Education staff over the past three years continually attended meetings on the local and state levels. This was done in an effort to make the people working in the project more aware of current developments in the field, and receive intensive training and skills necessary for the development of the program. Examples of some of these meetings are as follows: counsel or training in interpersonal relations, human potential seminars, project management workshops, career education definition workshops, regional and state personnel and guidance meetings, world of construction work-

STAFF ORGANIZATION AND CHANGES DURING PROGRAM OPERATION

During the three years of development, of the Henderson County Career Education Program, there have been many changes in the staff. Some of these changes are accounted for in that members have left the program for a higher paying, more secure job. This has caused quite a number of turn-overs in the directorship of the program.

The first year of existence the Henderson County Career Education staff consisted of one director and four coordinators, which worked together as a team the entire year. The following year the former director took a superintendents job, and one of the coordinators assumed directorship. A new member was hired to the staff to assume the responsibilities of coordinator. Toward the end of the second year the new director took a new role, with the Regional Career Education Program. The High School coordinator was then placed as the director of the program for the remaining part of the year. After the completion of the second year the director and one of the coordinators left the program for other jobs, which left two members of the original staff to fulfill the duties left in the remaining year.

At the beginning of the third year another member left the program to take a more advancing job with the Kentucky State Department. The remaining person in the program was put in charge of the project and another new person was hired to take over the duties of the high school coordinator.

As one can imagine, these constant changes have definitely reflected the instability of the over-all program. This was not only true at the local level but there have also been changes within the State Department. Because of the nature of an exemplary program one can expect difficulties in getting started, and even though these problems and changes have been beneficial to some extent, they have also created confusion, within the organization and management of the program.

Certain factors, which formed a definite base and created a stage for program instability can be identified. One of these concerns was that of insecurity. The project was written up for the duration of three years, but funds were allocated only, by quarters, for a one year period of time. A new proposal had to be formally written and submitted, for approval, each successive year thereafter. Thus, the staff, in actuality, felt very insecure from one year to another, not knowing for sure if they had a job until close to the beginning of a new school term. Also, another important factor was that of low salaries. The coordinators' base pay was on the same salary scale as that of a classroom teacher in the county, and the duties and responsibilities were far more demanding than those of a teacher. More time had to be spent after hours working in development of new materials, traveling to make speaking engagements and to attend meetings.

Self-Concept Development

The use of SRA materials, "Focus on Self-Development, Stage One and Two," further developed an articulated program in career education within the system.

The purpose of these materials, which consists of records, filmstrips, photoboards, and activity books, is to create thinking and awareness of self, family, school, and the uniqueness of each person. It gives the students a chance to think, feel, understand themselves and others better. The open endness doesn't limit the students or the teacher, even though the concepts involved in the study may carry over into many other areas. The only additional teaching materials purchased to go along with the unit has been a large mirror for the children to look at themselves in.

Although very little data on self concept has been collected during the life of this program, it was hoped that some pertinent information could be obtained in this area over the year. A pre-test administered to forty-seven first graders did indicate that students knew very little about themselves. Some of the categories which they responded more positive to, than others, were; they believed that they were a good sport, dependable, kind to others, and did what the teacher asked them to do. The results also showed a fairly large percent were nervous, unsure, insecure, selfish, and not very happy, even though most of them wanted to be a leader, work hard in school, and make friends with other people. As we know this age group spends alot of time in an unreal, fantasy world, but when asked if they pretend very much of their time thirty percent said no. This would indicate that even though their world maybe unreal to us, it is real to them.

Of the total number of responses 808 were checked yes, 416 checked no, and 287 were checked sometimes. Expressed in percentages there were 53% checked yes, 28% checked no, and 19% checked sometimes.

The post-test results from the original first seven first-grades have been tabulated. On the post-test, of the total number of responses 775 were checked yes, 386 no, and 350 sometimes. Expressed in percentages this would be 51% yes, 25% no, and 24% sometimes.

Comparison of the pre and post-tests revealed a slight difference with a reduction of 2% in the yes category and 3% in the no category. The sometimes category had increased by 5%. One could say that a change in any direction, especially in the sometimes category, indicates an adjustment in the self concept of an individual.

Although the over all differences, as shown above, did not indicate a significant change, every response to all 31 questions had either increased or decreased. The results of the post-test and difference between the pre and post are listed on the following page.

shop, scheduled conferences on career education in the state, visits to business and industry within the community and chamber of commerce. Also every staff member had to update or begin taking counselor related post graduate courses while working in the program.

SELF CONCEPT INVENTORY

1. I think I am honest about things.
2. I think I am afraid.
3. I think I am happy.
4. I do what the teacher asks me to do.
5. I think I am neat.
6. I think I like school and want to learn.
7. I think I am a leader.
8. I think I am loving.
9. I work hard in school.
10. I think I am bad.
11. I think I am a good sport.
12. I think I am unhappy.
13. I think I am kind to others.
14. I don't like to study.
15. I like to be helpful.
16. I loose my pencils and crayons.
17. I get along well with others.
18. I do not pay attention in class.
19. I usually do things better than others.
20. I make alot of noise in class.
21. I think I am selfish.
22. I think I am nervous.
23. I cry easily.
24. I think I am polite.
25. I think I am lazy.
26. I think I am forgetful.
27. I think I am smart.
28. I think I am silly.
29. I think I am shy.
30. I think I am a sloppy worker.
31. I think I am dependable.
32. I spend alot of time pretending I can do things I really can't.

DIFFERENCES IN PERCENTAGES BETWEEN PRE AND POST
TEST ON SELF-CONCEPT INVENTORY

PART I

	<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>
1.	-22	+15	+ 7
2.	+ 5	+ 5	-10
3.	- 7	+21	+20
4.	+ 5	- 6	+11
5.	- 2	0	+ 2
6.	-10	- 1	+11
7.	- 8	-10	+18
8.	-12	- 1	+13
9.	+ 9	+10	+ 1
10.	+ 6	+ 6	-12
11.	- 3	-16	+19
12.	+ 7	-26	+19
13.	-18	+ 2	+ 8
14.	+10	-12	+ 2
15.	+ 3	+ 5	- 8
16.	+22	- 5	-18

DIFFERENCES IN PERCENTAGES BETWEEN PRE AND POST
TEST ON SELF-CONCEPT INVENTORY

PART II

	<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>
17.	+ 9	+ 5	-14
18.	+16	-13	- 3
19.	- 4	-16	+20
20.	- 3	+ 6	- 3
21.	-11	-10	+21
22.	-20	+26	- 6
23.	-24	+31	- 7
24.	- 9	-12	+21
25.	-11	- 6	+17
26.	+ 3	+ 6	- 9
27.	0	+ 3	- 3
28.	+ 1	-21	+20
29.	-27	+ 5	+22
30.	+14	-25	+11
31.	-32	+16	+16

Student Evaluation Form

An evaluation form was given to all eighth-grade students attending Weaverton, Robards, and Smith Mills Elementary Schools. These students were in the sixth grade in the beginning of the career education program, during the 1970-71 school year. The sample population consisted of mixed groups having varied academic potentials and very different social and economic backgrounds. The main criteria for selection was a group of students who had been exposed three years to the career activities and were both from rural and urban schools.

A total of 112 students, representing approximately 25% of the eighth-year students, responded to 10 questions on the evaluation form. Close to 90% said that career education activities had helped them plan more for their future career, 97% recommended such a program for other students, and 86% indicated that career activities were more enjoyable than other school activities. Another interesting facet, and one we predicted, was that 72% had changed their occupational choice since the programs started. In looking toward the future 71% plan to go to college, 39% plan to go to a vocational or technical school while 10% may drop out. Perhaps the most definite achievement, or gain, in a specific area has been that of students awareness of knowledge and about different occupations. On a pre-test administered in the fall of 1970 to all sixth grade students, the average number of jobs listed was 7.7. The post-test, three years later, revealed an average of 63 different occupations listed. This was an increase of approximately 900% over the three-year period. Although this figure is not compared to a control group or allows for maturity of the students it seems very significant. Other statistical information can be seen on the following charts.

Henderson County Career Education Program
Student Evaluation Form

	Yes	No	Yes	No
1. Has career education helped you plan more for your future?	97	15	87%	13%
2. Do you think students your own age should have a career education program in their school?	109	3	97%	3%
3. Have the career education activities been more enjoyable than some of your other school studies?	96	16	86%	14%
4. At the present time, is your occupational choice the same as the one you selected in the sixth grade?	31	81	28%	72%
5. Do you plan to drop out of school?	11	101	10%	90%
6. Do you plan to go to college?	79	33	71%	29%
7. Do you plan to go to a vocational or technical school?	44	68	39%	61%
8. Do you plan to get a job after graduating from high school?	86	26	77%	23%

9. What part of the career education program has been the most helpful to you in planning the future?

<u>Part or Activity</u>	<u>Number of Students</u>
Field Trips	19
Unit Work	18
View System	16
Resource People	13
Career Day	10
Counseling Activities	9
Films and Slides	9
Resource Center Career Materials	9
Personal Work Experience	7

10. List as many occupations as you can.

Score	Pre-Test Fall 1970	Post-Test Spring 1971	Gain Loss	Post-Test Spring 1973	Gain Loss	Total Gain or Loss
Lowest Score	9	13	+13	+13	0	+13
Highest Score	13	65	+52	131	+66	+118
Median	7.5	21	+13.5	63	+42	+55.5

HENDERSON COUNTY HIGH SCHOOL DROP-OUT RATE

This study was prepared for the purpose of identifying dropout data over a period of the last five consecutive years. The information contained in this report has been compiled from the high school's principal's monthly reports on students entering or leaving school after the initial first month's enrollment. Five categories were identified for purposes of grouping these students who left school. The categories include; transfers, deaths, physical dissabilities, marriage and students quitting school. For the drop-out rate study, only the last two of these categories are used.

Only the students who dropped out during the school year and who had entered during that current year are identified within the group. This leaves out perhaps the larger group of students who do not enroll during the new school year. This group is the summer drop-outs. A list of these students should be made each year, so the actual drop-out rate can be determined.

On the following page is a chart that depicts the number of drop-outs as defined in the first paragraph, by year and month. Also the total enrollment for the first month of the school year is the figure used as a basis for arriving at the percentages of drop-outs for the year.

Immediate implications of this study would indicate that career education has possibly during the past two years, been a factor in causing the drop-out rate to increase. This may be true due to the increased awareness of the students in areas of vocational and technical training. The students see jobs in construction which have a pay scale well above the professional occupations and thus are not motivated to stay in school. Since Henderson County has been rapidly growing economically and the job market has a need for immediate labor supply, it is no doubt that some of the students have sought employment in these areas. Without statistical data but on the basis of observation, there has been a definite trend in this county for more students to get involved in a vocational training program. This year, for the first time, all classes at the vocational extension center are filled. Some even had three to four times as many register for classes as could be handled.

It would seem logical to say that there is a need for more counseling for those students who wish to drop out of school rather than continue their education. This counseling would include helping the student in finding a job, or further training or education which would qualify him or her for future employment, thus creating a productive citizen capable of sustaining himself and his family.

HENDERSON COUNTY HIGH SCHOOL

DROP-OUT STUDY

School Year	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total	Enrollment	Percent Drop-Out
68-69	8	14	3	10	9	8	7	6	8	73	1,413	5.2%
69-70	2	14	8	7	4	7	8	10	1	61	1,463	4.2%
70-71	3	12	4	7	8	7	9	7	5	62	1,602	4.0%
71-72	2	14	11	14	17	9	20	7	7	101	1,733	5.8%
72-73	<u>10</u>	<u>23</u>	<u>13</u>	<u>9</u>	<u>15</u>	<u>9</u>	<u>11</u>	<u>8</u>	<u>10</u>	<u>108</u>	<u>1,762</u>	<u>6.1%</u>
	25	77	39	47	53	40	55	38	31	405	7,973	5.0% (Average)

JOB-PLACEMENT SURVEY

During the latter part of this year a job placement survey was given and completed at Henderson County High School. This survey was given to all Sophomores and Juniors, who were in attendance on March 27, 1973, for the primary purpose of laying the ground work for a job placement center and finding out if a placement center would be used by the students, if it were offered. Responses to the question: Would you use a placement service if it were offered to you, showed that 68.8% of the students would use this service, 13.9% would not, and 17.3% did not respond. Also this survey was designed to gather more information on the work history of the students. Information that would be revealed such as, present and past places of employment and what job cluster areas are more pre-dominate than others, could be used in the placing of future students and determining stress points in particular occupational fields.

Students Who Have Worked

	Yes	No
Males	61.5%	34.8%
Females	38.5%	65.2%

Of the students who have worked, the largest work concentration is in the homemaking and consumer related jobs which includes baby-sitting and housecleaning. Age, limited transportation, and work laws for minors limit the job market for many high school students. The second largest work concentration is in the agri-business field which included such jobs as farm labor, gardening, groom, animal care and commercial fishing. Perhaps the reason for this large concentration in the agri-business field is that Henderson County is a rural county. Most students are acquainted with these jobs and know little about other work. In contrast, health fields, such as candy-strippers and nurses aides, have the least amount of surveyed students employed.

Approximately two-thirds of the students surveyed were unemployed at the time of the questionnaire. However, one must remember that the population consisted only of sophomore and juniors and the opinions of the researchers here was that thirty-three percent was still a large figure.

No. of Students Employed by Class

	Yes	No
Sophomores	60.2%	39.8%
Juniors	65.8%	34.2%

Also, it was thought that the rate of employment would have been considerably higher had Seniors been included in the population.

These findings alone appear to depict the need for a job placement center as far as the students are concerned, but statistics alone cannot be the sole factor in determining the need for a specific program; however, they are a necessity when coupled with other relevant data. Through close work and personal involvement with the students the researchers feel that a job placement center would be a feasible project in Henderson County. Also, other important elements such as low hourly rates and poor, or unfair working conditions, hopefully could be eradicated. With the initial success of this job placement center potential careers could become a working reality and not an idle dream.

JOB PLACEMENT

As stated above the possibilities of a J.P.C. being established are all but non-existent, but there is still some placing of students by the counselors and high school coordinators, along with students finding their own jobs. The main reason for not having a J.P.C. is because funding has not been appropriated for such a center in our area. It is very hard to carry on job placement when there are no full-time employees used specifically for this task. To have an established J.P.C., a full-time employee at the high school is needed to stay in contact, or work with the local employers and the students.

Last year a total of 78 students were employed through the high school. This year 115 students were placed. This is not a great amount of difference, but it is felt that, naturally, this number will increase within the next few years. Unfortunately, neither the counselors nor the career education coordinator could devote enough time to finding jobs for students because of other pressing job-related duties. If a full-time employee could be hired solely for this purpose, a very significant increase in job placement should occur.

INTRODUCTION

Compilation of this achievement test information was taken from the administrator's summary of test data mean values on the California Comprehensive Tests of Basic Skills. This information deals only with the total test battery scores for sixth graders coming through the three-year career education program. This group was selected because the students represented both elementary and middle school levels and at the completion of this current school year will be freshmen in the high school program. Also, because during the first year of the career education program we began working immediately with this group of students, it was thought that they would have received a more intensive program and would have been more exposed to the concepts and activities of this program than that of any other grade level.

No control group was established, so we do not have any comparisons between this group of sixth-grade students going through a career education program and a group receiving no career information. We are more concerned here with average gain per year compared with national norms. As the following page shows, all three years, when the career education program was in existence, the average scores stayed somewhat below the national norms. Yet, during the third year there was an appreciable gain of +14.7 points above the national gain, even though the total battery score was below the national norms.

One must remember, the career education program was stressing work concepts, occupational information, interviewing skills, attitudes about work and self understanding. Thus the C.T.B.S., nor any other testing instrument such as this one was constructed to measure successes in the career education area. The important thing seems to be that, even though we can't say the program gave a tremendous boost to the academic skill areas, on the other hand, there was no loss in these areas either. If the students, because of the program, have realized the importance of some of their subjects, such as math, science, or language arts, then they will be able to relate these to their own personal ambition in life. It has given, at least, a different reason for learning and going through school for some of the students.

HENDERSON COUNTY CAREER EDUCATION PROGRAM

FINAL EVALUATION AND FOLLOW-UP STUDY

CALIFORNIA COMPREHENSIVE TESTS OF BASIC SKILLS

Testing Date	Grade Equiv.	Cases	Total Battery	Nat. Norms	Local Gain	Nat. Gain	Diff.
Sept. 69	5.0	424	393	417			
Oct. 71	7.1	466	457	493	63.5	76.1	-12.6
Oct. 72	7.7	461	468	513	11.8	20.2	- 8.4
March 73	8.6	449	514	544	45.6	30.9	+14.7

SIGNIFICANT FINDINGS AND EVENTS

Elementary

Another interesting aspect of the program this year has been to observe what happens when the project refocuses, or shifts, the main emphasis and energies from one level to another. This fiscal year the program has centered it's attention on the middle school and high school levels. This has resulted almost in a total no-emphasis at the elementary school level.

One can readily visualize the effects of a phased-out program by observing what has happened this year when actually, for all practical purposes, the elementary program has been abandoned. Some of these observations are listed below.

1. The teachers feel more at ease and relaxed, probably because they know they are not being watched as much.
2. There has been a gradual reduction of resource people being used in the classrooms.
3. Many field trips still are taken, there has not been much of a change from that of last year.
4. More project and unit teaching.
5. Some of the schools and teachers, that were some what reluctant last year to get involved, became more involved this year.
6. The teachers doing a great job teaching last year are still doing a great job.
7. It seems more teachers want to share what they are doing with other teachers in the system.
8. The teachers see more of a need for elementary guidance counselors.
9. The teachers are using more outside school resources, within the classroom.

Analysis of Responses Given on In-Service Evaluation Forms.

The over all responses received by an evaluation sheet given at the conclusion of the system wide in-service on career education were: it was well organized, encouraged action, worthwhile, helpful and especially created an awareness of relating school work and subject areas to the world of work. Another significant point seem to be, the participants thought the in-service was not so unique or so very different. They seem to accept the fact that students are not getting enough information about the world of work.

The evaluation form used stressed thirteen areas of concern thought valuable to use in career education. A left hand pole had spaces to be checked according to the degree of successfulness or positive reactions and the right hand pole was for the negative responsives.

The primary teachers gave 473 responses of which 81 were positive and 19 were negative. This was somewhat expected due to the more intense work done in this area in the past.

Out of 538 responses at the intermediate level 90% of the items listed on the left hand pole (successful) were selected compared to 10% on the right hand pole (un-successful). Thus the total in-service was judged by these participants as being very successful. When breaking down the left hand pole into three catagories: high, moderate and slight in success, they would look something like this---HIGH 25% MODERATE 56% and SLIGHT 19%.

The middle school staff seemed to be more involved or energetic toward career development during the in-service than the primary or intermediate areas. 94% of the responses were positive. Out of the 94% positive, 79% rated the successfulness of the in-service as moderate to high.

The high school personnel reacted very favorable when questioned on the successfulness of the two day career education in-service, 91.5% of the evaluation forms received rated the in-service from slightly to highly successful. We feel this favorable attitude can logically be attributed to the hard work and effort put forth by the outside consultants and the local staff.

Evaluation of Teacher Responses

In another effort to determine the successfulness or failure of the Henderson County Career Education Project over the past three years, an evaluation form was developed for teacher responses toward the program. This short form consisted of ten questions and was devised to give statistical information on five general areas. These areas are as follows:

1. What basic philosophy does the teachers hold on the purpose of public education?
2. To what extent has career education involved the teachers, students, and community.
3. Would the program continue without federal funding?
4. To what extent does the teacher feel occupational information has helped the students in relating school work to different kinds of jobs.
5. Finally, from the teachers point of view, can a student make a wiser occupational decision?

All forms were secured from the career education office by the local trainers, from the director, and then given to the teachers, who were instructed only to give their frank and honest opinion to the questions. The total number of evaluation forms dealt with in this study was 136, with the tabulation being done on this total group rather than on a particular subject area or grade level.

The over-all rating of the program and its original objectives, as shown within the table on the following page, was indeed high. The questionnaires showed that 80% of the teacher evaluations showed that career activities made education for their students more interesting and relevant to today's world; 92% would recommend that a career education program be developed and integrated into other educational systems', the most interesting and important questions of all showed that over 91% of the teachers will continue working in career education in the years to come. The last statement itself represents a satisfactory comment to the program they developed.

Table ____

Henderson County Career Education Project
Analysis of Teacher Evaluation Form

Question	Yes	%	No	%
1.	109	80.1	27	19.9
2.	125	92.0	11	8.0
3.	124	91.1	12	8.9
4.	86	63.2	50	36.8
5.	129	94.9	7	5.1
6.	118	86.8	18	13.2
7.	84	61.8	52	38.2
8.	120	88.2	16	11.8
9.	114	83.8	22	16.2
10.	87.	64.0	49	36.0

The total number of participants taking this evaluation form was 136, representing 64% of the faculty body from all grade levels and subject areas. The selection basis was simply those who wanted to voluntarily participate in the evaluation.

HENDERSON COUNTY CAREER EDUCATION PROJECT
TEACHER EVALUATION FORM

Instructions: Please do not write your name on this paper.
Give your frank and honest opinion to these
questions. Circle the responses.

1. Yes No Has the career education activities made education for your students more interesting and relevant to today's world?
2. Yes No Would you recommend other school systems integrating career education in their institutions?
3. Yes No Will you continue to teach career education in your class next year and the years to come?
4. Yes No Have you honestly been involved in the career education program?
5. Yes No Do you believe the philosophy of a school should be to prepare the students for a world of work?
6. Yes No Do you think that the career activities have expanded the students learning environment?
7. Yes No Has there been more community and parent involvement in your school during the past three years as a result of this program?
8. Yes No As a result of career education activities, do you believe the students can make a wiser vocational choice?
9. Yes No Would you encourage your students to pursue a career requiring vocational-technical training, or skilled and semi-skilled apprenticeships as opposed to college training?
10. Yes No Do you believe the Henderson County Career Education program has been successful in its attempt to integrate career information to all the students in the system?

The OVIS was given to a cross-section of male and female students. The final results were tabulated on a summary report of all the students. The top eight categories listed as the students first choice, concerning their occupational plans, were; Medical, Agriculture, Crafts, Care of People and Animals, Applied Technology, Nursing, Clerical Work, and Personal Service. These occupational choices accounted for 61% of the total 188 students tested.

The students viewed the high school program as being mainly just a general educational program. The significant factor here is that only 28% of the students felt that the high school program as being mainly just a general educational program. The significant factor here is that only 28% of the students felt that the high school program was preparing them for a future. Within this percentage the college preparatory, Business-Commercial, and Vocational-Technical areas were included. The following statistics show the overall view of the students on the high school program

HIGH SCHOOL PROGRAM

1. College Preparatory	26	13%
2. Business-Commercial	12	6%
3. Vocational-Technical	17	9%
4. General	98	52%
5. Other	33	17%
Omits	<u>2</u>	<u>1</u>
Total	188	

The OVIS was returned to the individual students by the administrator, and through group guidance that was conducted by the counselors, the results were explained and interpreted.

Also at the high school level approximately 200 freshman students were given the General Aptitude Test Battery (GATB). This instrument was used only for the students benefit, but should be of help to the student in gaining more insight in the area of vocational aptitude and potential.

At the elementary level the Barclay Classroom Climate Inventory was administered to approximately 200 fourth grade students from Weaverton, Bend Gate and Spottsville Elementary schools. This instrument was used only to gather individual student information on personal, social, intellectual and occupational data. The teachers were given the print out sheets on each student for further use in guiding further growth in these areas.

OTHER INFORMATION RELEVANT TO THE EVALUATION OF THE PROGRAM

VIEW

During the past year an experimental group of Henderson County Middle School students were exposed to the VIEW System, which consisted of 100 localized job descriptions on aperture cards. At least 42 students were given instructions as to the use of the machine and the accompanying materials.

A pre- and post-test was given to all the students in the experimental group. A summary of the major changes as significant findings would be as follows;

- a. An increase in the number of students planning to attend vocational or technical school,
- b. more indicated they planned to enter a specific occupation,
- c. a less percent indicated friends and relatives would have the most influence on future plans, while a substantial number are relying more on their parents and school, and
- d. the greatest increase, by percentages, from the pre- to post-test occurred in the area of the sources of occupational information.

More detailed information as to the results of the VIEW Field Study, pertaining to either the Henderson County experimental group or Region III totals, can be obtained from the Bureau of Vocational Education through Dr. Glenn Davis at the State Department of Education, Frankfort, Kentucky. The students use of occupational resource materials increased from 2% at the time of the pre-test to 64% when the post-test was given.

The OVIS (Ohio Vocational Interest Survey) was given to 188 Henderson County High School freshmen, for the purpose of analyzing the students vocational preference for further group guidance work by the counselors and, also, to give the school personnel feedback on the purposes of the high school program, or curriculum, as viewed by the students.

This survey was administered by Carl Fors, Regional Coordinator of Guidance in Region III for the Career Education Program, with the help of the high school counselors and the career education coordinator. The funds for the testing program in Henderson County was furnished through the Region III Career Education office.

SUMMARY AND RECOMMENDATIONS

It is very difficult to summarize the total efforts in Career Education over the past three years. One can definitely see the results and accomplishments in attitudes, program articulation, methodology, and skill development on the part of the staff in the Henderson County System. Yet, the main benefits of the program are immeasurable at this time because the program has not been in existence long enough to have an immediate effect on the majority of the students. The long range goal will be realized when these students enter their occupations and have a successful career in the world of work.

A piecing together of all the statistical information contained in this report definitely indicates a change in the philosophical base; on the part of the staff, in the Henderson County System. Their method of teaching is more student centered, project-unit based, and stresses the applicability of the learning situation to the students personal and projected needs.

Recognizing the limits in terms of the financial status of the school system it would be desirable, yet impractical to suggest, or recommend, the continued task force that is now in existence within the career education program. Our recommendation then, as an alternate plan, would be to designate the two supervisors as the personnel responsible for promoting and continuing further developments of career education in the school system. Their main duties and responsibilities would lie in the area of developing workshops and inservice programs, cooperate with the Regional Career Education Program, and continue to promote those activities which have already been developed over the past three years by the exemplary staff.

The program has been enjoyed by the students, teachers, parents and community. It seems one of the most important aspects has been that so many different people have worked together and have had so much fun in developing such a program as this. The director would like to take this opportunity to express his appreciation to all the dedicated educators and friends he has met during the course of the past three years while developing the Henderson County Career Education Project. It has proven to be both a personal growth and enrichment to my educational career. My sincere hopes are that more innovative programs, such as that of Career Education, will reach the students and have a positive impact on the educational process.